

and plays a crucial role in academic success across all areas of the curriculum. How do we include explicit teaching of words in our classroom programmes and what does that look like? In this workshop, Sheena and Louise will include information about what words to teach and practical ideas that can be adapted across many levels used will be covered.

Sheena Cameron and Louise Dempsey are the authors of *The Oral Language Book* (2016) and *The Writing Book* (2013). They facilitate professional learning in schools and deliver workshops on reading, writing and oral language in Australasia and internationally.

K4

Research Report

Audience: CT, R, TT, S

Room: CR4

Why teach literature? The impact on academic achievement and literature appreciation in early adulthood

Jordi Casteleyn, Ellen Vandervieren, University of Antwerp

A great number of studies state that print exposure has a positive effect on academic achievement of young adults. However participants in these studies are predominantly students enrolled in a psychology course. Can the same conclusions be drawn for students outside of social sciences? Secondly, to determine academic achievement these studies mostly refer to standardized tests such as SAT instead of a grade point average. Can increased print exposure be linked to higher scores obtained for courses in higher education? Finally, print exposure is strongly related to intrinsic reading motivation, but what role does literature education play in this respect? Does it as a result have an impact on the cultural capital of students? In an innovative study we examined the correlation between print exposure and first-semester results (February 2017) among first-year students (n=273, 17-19 years, 9 faculties) at University of Antwerp (Belgium). Additionally, we analyzed which factors constitute the appreciation of reading poetry among secondary education students (n=190, 16-18 years, K10-12),

and explored the role of literature education in this. The paper summarizes the results from these two studies, and discusses the role of literature teaching in today's educational system.

K5

Research Report

Audience: CT, LC, LA, R, TT, S

Room: CR6

Observing early language development among children from low socioeconomic backgrounds using e-LIPS

Lynne Duncan, University of Dundee, Cornelia Gollek, University of the West of Scotland, Douglas Potter, University of Dundee

Links between preschool language and later literacy highlight the need for early intervention aimed at closing the poverty-related attainment gap. A critical factor in this is the capacity to accurately chart changes in early language to evaluate intervention efficacy. This study explores the potential of an observational language tool for this purpose, e-LIPS (Early Language in Play Settings), in comparison with a more traditional language assessment, CELF (Clinical Evaluation of Language Fundamentals-Preschool 2 UK). Observational methods have the advantage of being compatible with the child-centred approach favoured by Early Years practitioners. Longitudinal data were collected from 50 children (22 female) at the beginning and end of the nursery year with socio-economic status (SES) measured using the Scottish Index of Multiple Deprivation. The starting mean age was 42 months (SD= 3). Controlling for age, e-LIPS subscales (pragmatics, receptive, expressive) showed moderate to strong correlations with corresponding CELF scores at each point. Importantly, children identified as language-impaired using CELF had significantly lower scores on e-LIPS. Expressive language scales revealed the most differentiation between SES groups after controls for age and non-verbal ability. Theoretical and practical implications for understanding SES language differences and their impact on early literacy will be explored.

K6

Seminar Presentation

Audience: AL, CT, LC, LA, R

Room: CR7

Literacy Teaching in the iWorld: An Exploration of New Challenges, Old Barriers and Possible Futures

Linda Laidlaw and Suzanna Wong, University of Alberta, Canada, Joanne O'Mara, Deakin University, Australia

In the digital age, literacy teachers must navigate a complex convergence of technologies, new literacy practices, social and institutional practices, curricula, and increasingly diverse classroom contexts. Within this evolving and 'messy' landscape, innovation can be both enabled and dis-abled, and teachers are presented with challenges and incongruities that require new pedagogical solutions and expertise. Our presentation examines both the promise and the challenges of merging the 'iWorld' with school contexts that may still include considerable deficit frames and institutional barriers. Providing examples from a multifaceted research project inquiring into experiences of Canadian and Australian teachers as gathered through interviews, focus groups and survey data, we will address key themes that have emerged in our findings including: 1) common barriers to innovative digital literacy teaching and learning; 2) the notion of "positive deviance" as supporting change and experimentation; and 3) imagining possible futures in complex times and contexts. We will address and examine ideas for teacher professional development, coming from our project explorations, that can build opportunities for teacher support and innovative practice. Finally, we will articulate some ways that digital literacy practices have the potential to change and disrupt deficit frames and suggest new frameworks for pedagogy.

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